

Long Term Framework for Geography

	Block 1	Block 2	Block 3	Block 4	Block 5	Block 6
Whole school opportunities and experiences						
Nursery						I wonder what happens next.
						To know why it is wrong to drop litter. To ask and answer questions about where I live and what I like about it. To know my house number and that it forms the very start of my address.
Reception			I wonder how things change.		I wonder what happens next.	
			To compare my home to someone from a different country and say one thing that is the same and different. To know the name of my street.		To compare my house front to another house front and say one thing that is the same and different. To draw a map of my street indicating on it my house.	
Year 1		Where does Cyril live?		What is the weather like in the UK?		Where does Cyril go on holiday?
		To know that my school is located in Eaglescliffe and my house has a number and street name. To be able to use directional language to describe the position of something (next to, left, right, near and far) To be able to label an aerial image of the school and talk about its location in Eaglescliffe and in relation to the human and physical features in the local area. To understand physical features are the Earth’s natural features – beach, cliff, forest. To understand human features are man-made and have affected the landscape by building and changing things.		To know the name of the country we live in (England) and identify it on a world map. To know the names of the rest of the countries that make up the UK: Scotland, Wales and Northern Ireland. To know the names and order of the four seasons and be able to give at least one feature of each season. To use fieldwork to investigate the current weather and understand that the weather changes from day-to-day and from season-to-season. To use a weather forecast of the UK to make a decision about where to go for a picnic.		To understand that we are part of an island and to know the names of 2 seas or oceans that surround the UK. To know what a coast is. To identify human and physical features of a coastal town. To use fieldwork, incorporating tally charts, to identify how people use coastal towns. To present findings from fieldwork in the form of a pictogram.
Year 2	Where in the world am I?		Where in the world is Shanghai?		Would you prefer to live in a hot or cold place?	
	To identify familiar places and features from an aerial photograph. To be able to make a simple map of a classroom, incorporating symbols and a key. To use a simple map to find places within the school grounds.		To know that my school, in Eaglescliffe, is part of Stockton-on-Tees To identify human and physical features of a non-European city. To understand what a continent is.		To give 4 examples of continents from around the world. To know where the north and south poles are and be able to give one similarity and one difference between the two.	

	<p>To use a simple survey to express feelings about familiar places.</p> <p>To suggest ways in which a familiar area could be improved.</p>		<p>To know that the UK is part of Europe and China is part of Asia.</p> <p>To find similarities and differences in human and physical features between two places.</p>		<p>To understand what the equator is and that the hottest places on Earth are found on it</p> <p>To know the difference between climate and weather and recognise the climate of the UK is not too hot and not too cold.</p> <p>To use fieldwork to investigate current weather conditions in the local area.</p>	
Year 3		Why do people live near volcanoes?		Wish you were here?		Why are rainforests important to us?
		<p>To know the 'layers' that make the Earth and be able to give a fact about each of the 4 layers.</p> <p>To understand how mountains are created in terms of tectonic plate boundaries.</p> <p>To know what volcanoes are and be able to identify between shield volcanoes and composite volcanoes by their features.</p> <p>To be able to explain the difference between active, dormant and extinct volcanoes.</p> <p>To explain positives and negatives for humans living near a volcano.</p>		<p>To know that my school, in Eaglescliffe, is part of Teesside, and add this to the 'school address'</p> <p>To use an Ordnance Survey map to locate human and physical features of a local region.</p> <p>To understand what counties are and be able to give 3 examples.</p> <p>To understand what human and physical features of a place are desirable and attract visitors.</p> <p>To use the 8 compass points to give general directions to get from place-to-place on a map.</p>		<p>To understand what a biome is and be able to name 2 different biomes.</p> <p>To know that a rainforest is made from different layers and each layer has defined characteristics, and give an example of this.</p> <p>To understand the term 'indigenous' and have an understanding of what life is like for people living in the rainforest.</p> <p>To name 3 threats to the Amazon Rainforest</p> <p>To use fieldwork, combining tally charts, questionnaires and drawings, to investigate how our local woodland is used.</p>
Year 4	Who lives in Antarctica?		How do you get from A to B?		Where does our food come from?	
	<p>To describe what lines of latitude and longitude are, giving an example.</p> <p>To understand that the Northern and Southern Hemispheres experience seasons at different times.</p> <p>To define what climate zones are.</p> <p>To understand Antarctica has a polar climate made up of ice sheets, snow and mountains.</p> <p>To describe Antarctica's location in the far south of the globe</p>		<p>To know that I live in, and my school is located in, England and relate this to prior learning, adding to the lines of my address.</p> <p>To build upon my knowledge of counties and to name 4 counties local to my area e.g. North Yorkshire (Yorkshire), County Durham, Tyne & Wear and Northumberland.</p> <p>To know about different land uses in relation to human and physical geography understanding how and why land use has changed and evolved over time. To name at least 4 human and 4 physical features of the North East.</p> <p>To identify at least 4 key symbols on an Ordnance Survey map and begin to read and use 4 figure grid references.</p> <p>To know at least 4 similarities and differences between York and</p>		<p>To understand that different foods grow in different biomes.</p> <p>To know that many of the foods in the UK are imported, and to be able to name an example.</p> <p>To understand what is meant by fair trade and why it is important.</p> <p>To explain how food miles can impact the environment.</p> <p>To use fieldwork to interview a person so that relevant information can be collected.</p>	

			Eaglescliffe relating this to human and physical features.			
Year 5		Where is the source of the force?		Why does population change?		Why do oceans matter?
		<p>To know that I live in, and my school is located in, the United Kingdom (UK) and relate this to prior learning adding to the lines of my address.</p> <p>To know that a river is a physical feature of the landscape and be able to locate 10 significant rivers of the UK on an ordnance survey map, confidently using the 8 points of the compass.</p> <p>To use 4 figure grid references with confidence to locate different features on an ordnance survey map, including High Force, and understand and begin to use 6 figure grid references.</p> <p>To understand and describe that a river has 3 stages (upper, middle and lower) naming at least one physical feature in each stage. To relate knowledge of rivers to key aspects of the water cycle.</p> <p>To understand some of the key land use and settlements along the River Tees and how it has changed over time (its course was straightened in the early 19th century making it more accessible for ships between Stockton and Middlesbrough).</p> <p>To present the River Tees using a sketch map from an ordnance survey map.</p>		<p>To understand what is meant by population density and that the UK has a very high population density due to the size of its population matched to its small size.</p> <p>To understand how birth and death rates affect population size.</p> <p>To give reasons for migration of population linked to ‘push’ and ‘pull’ factors and that refugees have to migrate involuntarily.</p> <p>To know that world population has grown significantly over the last 70 years and suggest how this affects the environment.</p> <p>To use fieldwork, combining maps, charts and scales, to investigate the local area and draw conclusions based on findings.</p>		<p>To give 3 reasons why oceans are important, environmentally and for human use.</p> <p>To understand how and why countries trade with each other.</p> <p>To understand the threats humans pose to the Earth’s oceans – in what ways are humans harming the marine environments?</p> <p>To know what humans can do to reduce the impact we have on marine environments.</p> <p>To use fieldwork, combining maps, charts and photographs, to investigate an area and describe findings.</p>
Year 6	Does X mark the spot?		Wish you were there?			
	<p>To know that I live in, and my school is located in, Europe and relate this to prior learning adding to the lines of my address.</p> <p>To understand that maps can be used to represent a variety of places and data e.g. population density, fertility rates, distribution of wealth.</p> <p>To know that OS symbols are a mixture of pictures, letters and shapes. They can identify at least 8 different OS symbols.</p> <p>To understand how an OS map relates to a satellite/ aerial map and</p>					

	<p>create own maps in the style of OS maps.</p> <p>To know and use the 8 points of a compass as cardinal and intercardinal and use these to give and receive directions.</p> <p>To confidently use 6 figure grid references to identify places on a map.</p>		<p>affected the landscape and used the land.</p> <p>To understand how and why human geography has affected the natural landscape</p>			
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